

KANSAS FIRST READER



Vergrößerung

STUDIES IN READING

FIRST READER

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PREFACE

READING with appreciation is a fine art. Charming nature stories, myths, fairy tales, fables, folk tales, rhymes, songs, plays and games, stories of home life, outdoor sports, and holiday delights interpret to the child the life he is to live. This volume contains stories selected from the best approved child literature for the beginner.

The story method introduced in the Primer is continued and developed in this Reader. Simple helps in connection with the stories suggest definite work, and hence insure increased enjoyment. A word list and special suggestions to teachers follow the lessons.

The editors desire to acknowledge their indebtedness to the primary and rural teachers who, after thorough trial, have approved these studies. Special thanks are due to Lucy Williams Tinley, specialist in primary methods, Council Bluffs, Iowa; to Superintendent M. E. Pearson, Kansas City, and his advisers in primary education; to Superintendent H. B. Wilson, Topeka; to Superintendent J. W. Gowans, Winfield, and his advisers in primary education; to Superintendent W. S. Heusner, Salina; to Superintendent L. W. Mayberry, Wichita; and to the members of the Kansas School Book Commission, for helpful criticisms and practical suggestions; to Ruth Mary Hallock, New York City, for personal care and artistic skill in illustration; and to A. M. Thoroman, Secretary of the Kansas School Book Commission, and H. W. Davis, Associate Professor of English in the Kansas State Agricultural College, for expert care, criticisms, and corrections in the preparation of this Reader.

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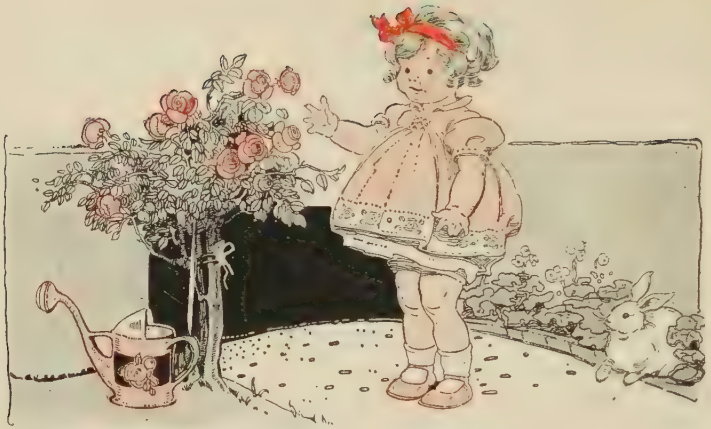


GOOD MORNING

Good morning to you,
Good morning to you;
Good morning, dear children,
I'm glad to see you!

Good morning to you,
Good morning to you;
Good morning, dear teacher,
We're glad to see you!

—*Children's Song.*



GOOD MORROW, PRETTY
ROSEBUSH*

Little Girl

Good morrow, pretty Rosebush!
I pray you tell me true,
To be as sweet as a red, red rose,
What must a body do?

Rosebush

To be as sweet as a red, red rose,
A little girl like you,

* From "St. Nicholas." Used by the courteous permission of
The Century Company.

Just grows, and grows, and grows,
and grows,

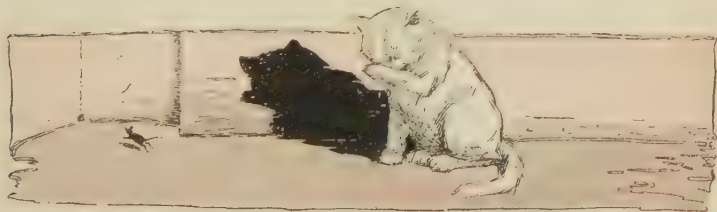
And that's what she must do.

—*Mary Mapes Dodge.*

WHY CATS WASH THEIR FACES AFTER EATING

One day a cat caught a mouse and was going to eat it.

“Kitty,” said the mouse, “you have caught me and you may eat me. But you must wash your face first. All nice people wash their faces before they eat.”



“Well,” said Kitty, “I know that is so.”

So she let the mouse go, and began to wash her face.

“Good-by, Kitty,” said the mouse, as he ran into his hole.

“Well,” said Kitty, “that’s a lesson for me. After this, I’ll eat first and wash my face afterwards.”

And to this day, all cats eat first and wash afterwards.

—*An Old Tale.*

QUESTIONS

1. How did the little mouse get away?
2. What lesson did Kitty learn?
3. Tell the story.

WORD STUDY

Going, caught, people, wash, lesson, afterwards.

OTHER SELECTIONS

Æsop: One Good Trick; Richards: The Pig Brother;
Burgess: Goop! Goop! Goop!



THE JAY AND THE DOVE

Boy: Where do you come from, Mr. Jay?

JAY: From the land of play,
From the land of play.

Boy: Where is that, Mr. Jay?

JAY: Far away. Far away.

Boy: Where do you come from, Mrs.
Dove?

DOVE: From the land of love,
From the land of love.

Boy: How do you get there, Mrs. Dove?

DOVE: Look above. Look above.

—*Laurence Alma-Tadema.*

THE SLEEPING APPLE

Once there was a little red apple.

It slept high up in an apple tree.

There it slept and grew, and slept and grew.

A little girl saw the apple.

“Oh, Apple!” she said. “Come down to me.”

But the sleeping apple did not move.

The bright sun came out.

“Oh, Sun! Dear Sun!” said the little girl. “Will you waken the apple for me?”

The sun kissed the little red apple.

But the sleeping apple did not move.

A little bird sat on a bough of the tree.



“Little Bird, can you waken the apple?” asked the little girl.

“Cheer up, wake up! Cheer up, wake up!” sang the little bird in the apple tree.

But the sleeping apple did not move.

“Here comes West Wind,” said the little girl.

“He will waken the apple for me.

“West Wind, can you waken the apple?”

“Oo-o-o! Oo-o-o!” said West Wind.

West Wind shook the tree and down fell the apple.

“Thank you, West Wind,” said the little girl.

—*Old German Tale.*

QUESTIONS

1. Who tried to help the little girl?
2. Who wakened the little apple?
3. Tell the story.

WORD STUDY

Sleeping, slept, high, move, kissed, bough, shook.

OTHER SELECTIONS

Lindsay: The Wind's Work; The Story of an Acorn
(Boston Kindergarten Stories).

In all we do, in work or play,
We'll be more helpful every day.

THE WHITE DOVE*

A little white dove flew to a barn.

The dove said to the cow, “Coo, coo! See my pretty wings! Don’t you wish you had wings? You could fly and fly and fly.”

The cow said, “Moo, moo! I give milk to boys and girls. Moo, moo! I don’t want to fly!”

The dove flew to the sheep.

It said to the sheep, “Coo, coo! Don’t you wish you had wings? You could fly and fly and fly.”

The sheep said, “Baa, baa! I give wool to boys and girls. The wool keeps

* From Kindergarten Review. Used by the courteous permission of Milton Bradley Company.



them warm. Baa, baa! I don't want to fly!"

The dove flew to the horse.

It said to the horse, "Coo, coo! Don't you wish you had wings? You could fly and fly and fly."

The horse said, "No, no! I give rides to boys and girls. No, no! I don't want to fly."

The dove flew to the hen..

It said to the hen, "Coo, coo! Don't you wish you could fly away?"

The hen said, "Cluck, cluck! I give eggs to boys and girls. I don't want to fly away."

Then the little white dove said, "Coo, coo! Are you all happy?"

The cow said, "Moo, moo! Yes, yes!"

The sheep said, "Baa, baa! Yes, yes!"

The hen said, "Cluck, cluck! Yes, yes!"

The horse said, "Yes, yes!"

The little white dove said,

"Coo, coo, coo!

I am happy, too!"

Then she flew back to her nest.

—*Harriet Warren.*

QUESTIONS

1. Why did not the cow want wings?
2. Why did not the sheep want wings?

3. Why did not the hen want to fly away?
4. Why were all so happy?

WORD STUDY

White, dove, flew, barn, pretty, wings, wish, milk, wool,
warm, horse, rides, happy, back, nest.

ACTION AND EXPRESSION

Children like to act this story. They like to put other
animals into the story.

OTHER SELECTIONS

Lindsay: The White Dove; Libbey: The Windmill.

I PUT MY RIGHT HAND IN

I put my right hand in,
I put my right hand out,
I give my right hand
a shake, shake, shake,
And turn myself about.

—*Nursery Rhyme.*

ACTION AND EXPRESSION

Let the class form a circle, and repeat, using left hand,
right foot, left foot.



THREE LITTLE KITTENS

KITTENS:

Mee-ow, mee-ow, mee-ow!
O mother dear,
We very much fear,
That we have lost our mittens!

MOTHER CAT:

Lost your mittens!
You naughty kittens!
Then you shall have no pie!

KITTENS:

Mee-ow, mee-ow, mee-ow!

MOTHER CAT:

No, you shall have no pie!

KITTENS [*Run round and round and find
mittens*]:

O mother dear,

See here, see here!

See! we have found our mittens!

MOTHER CAT:

Put on your mittens,

You silly kittens,

And you shall have some pie!

KITTENS:

Purr-r, purr-r, purr-r!

Oh, let us have the pie!

Purr-r, purr-r, purr-r!

—*Mother Goose.*

IN THE BARN YARD*

Once there was a big barn yard. Black Cow and Piggy Wig lived there. Red Hen and Gray Pony lived there, too.

Black Cow said, "Moo, moo! What a good day to eat grass!"

Piggy Wig said, "Woof, woof! What a good day to eat and sleep!"

Red Hen said, "Cluck, cluck! What a good day to go to the garden!"

Gray Pony said, "Good morning! What a good day to give rides!"

Black Cow said, "Moo, moo! I want to go to the meadow. I want to eat grass there. I don't want to give rides."

* From "Little Animal Stories." Used by the courteous permission of The Pilgrim Press.



Piggy Wig said, “Woof, woof! I want to eat and sleep. I don’t want to give rides.”

Red Hen said, “Cluck, cluck! I want to go to the garden. I don’t want to give rides.”

Gray Pony said, “I want to run. I want to give my master a ride.”

The master came to the barn yard.

He said, "Black Cow, go to the meadow. You will find grass there.

"Piggy Wig, eat your dinner. You may eat and sleep all day.

"Red Hen, go to the garden. You will find something to eat there.

"Gray Pony, come to me. We will go to see a sick girl. She lives far, far away."

Then the master and Gray Pony went galloping, galloping, galloping.

By and by they came to the home of the sick girl.

The master went into the house.

Soon he came back to Gray Pony.

He said, "We helped the sick girl. She can go out to play, soon. You are a good pony. Now we will go home."

Away they went galloping back to the barn yard.

Black Cow said, “Moo, moo! What a good day I have had! I ate grass in the meadow.”

Piggy Wig said, “Woof, woof! What a good sleep I have had! I had a good dinner, too.”

Red Hen said, “Cluck, cluck! I ate corn in the garden.”

Gray Pony said, “How happy I am! I have had a good day, too! I helped a little girl.”

—*Frances Weld Danielson.*

QUESTIONS

1. What did Gray Pony want the other animals to do?
2. What did each of them want to do?
3. What did the master tell each animal to do?
4. What did Gray Pony help the master to do?

WHAT CHILDREN SAY

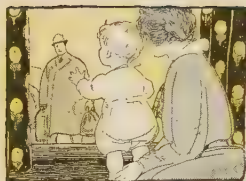


Mamma! Mamma!
I want my mamma!

Oh, look, look!
See the birds!



Peek-a-boo!
I see you!



Here he comes!

Here comes my papa!

Poor boy!

Does it hurt?

Grandma will fix it!



Shoo! Shoo!

I'm not afraid of you!

Get right out of my
yard!

Get out, I say!

Shoo! Shoo!



—*Anna Randles.*

I LOVE LITTLE PUSSY

First Child



I love little pussy,
Her coat is so warm;
And if I don't tease her
She will do me no harm.

Second Child



I will not pull her tail,
Nor drive her away,
But pussy and I
Very gently will play.

Third Child.



I will pat little pussy,
And then she will purr,
And thus show her
thanks
For my kindness to her.

—Jane Taylor.

SAVING DOLLY'S LIFE

Mary and Frank play that Mary's doll is sick. Frank, with his father's tall hat and long coat, is the doctor. Mary is the doll's mamma. Frank, trying very hard to look like a doctor, comes into the room. Here is what takes place.

SAVING DOLLY'S LIFE

FRANK: Good morning, Miss Mary. Did you send for me?

MARY: Yes, indeed, I did, Doctor! I sent for you because baby has been sick all night. She has been very, very sick.

FRANK: Very sick? H'm! Yes, I see. She seems to have a great deal of fever. Let me see her tongue.



MARY: But, Doctor, she can not put her tongue out. She is too sick.

FRANK: So bad as that? Has she been eating too much?

MARY: No, Doctor, she doesn't eat much. She is very cold and does not move.

FRANK [*with watch in hand*]: H'm! Let

me feel her pulse. One, two, three, four, five, six, seven, eight, nine, ten. Her pulse is very fast, very fast.

MARY: What shall I do for her, Doctor?

FRANK: My dear lady, I don't want to frighten you, but your child is very ill, very ill. She may not live more than half an hour.

MARY: O dear me! What shall I do? Can't you save her, Doctor?

FRANK [*shaking his head*]: Pretty bad case! Pretty bad case! I will do what I can. Here is some medicine. Give her a teaspoonful.

MARY [*giving the doll the medicine*]: There, there, baby, don't cry. Oh, Doctor, see!

FRANK: Let me feel her pulse. [*He feels*

the pulse.] Yes, she is growing stronger. You must take good care of her.

MARY: Look, Doctor, I think I see her smile. She will get well after all.

FRANK: Ah, yes I thought the medicine would make her well.

MARY: Oh, I am so glad! What else shall I do for her, Doctor?

FRANK: Give her some warm tea, a hot bath, and put her to bed.

MARY: Is that all, Doctor?

FRANK: Yes, that is all. I think she will be well in the morning. Good-by, Miss Mary.

MARY: Good-by, Doctor, I am glad you saved Dolly's life.

—*Selected.*



THE NEW DOLL*

Do see my new dolly!

I call her just Polly.

I'll sit in this chair

And brush her hair,

And put on her dress

Before breakfast, I guess.

—*Laura M. Fitch.*

* Used by the courteous permission of the author.



SING A SONG OF SIXPENCE

Sing a song of sixpence,
A pocket full of rye;
Four-and-twenty blackbirds
Baked in a pie.

When the pie was opened
The birds began to sing;
Was not that a dainty dish
To set before the King?

—*Mother Goose.*

THE THREE BEARS

One day a little girl named Golden Locks went into the woods.

She came to a little house.

“What a dear little house!” she said.

It was the home of three bears.

Father Bear was a great big bear.

Mother Bear was a middle-sized bear.

Baby Bear was a little bear.

The three bears were not at home.

So Golden Locks went into the house.

What do you think Golden Locks saw?

She saw three bowls of soup.

There was a big bowl for Father Bear,
a middle-sized bowl for Mother Bear, and
a little bowl for Baby Bear.



Golden Locks tasted the soup in the big bowl. It was too hot.

She tasted the soup in the middle-sized bowl. It was too cold.

She tasted the soup in the little bowl. It was just right, so she ate it all.

Golden Locks then saw three chairs.

There was a big chair for Father Bear, a middle-sized chair for Mother Bear, and a little chair for Baby Bear.

She sat in the big chair. It was too hard.

She sat in the middle-sized chair. It was too soft.

She sat in the little chair.

“This chair is just right,” she said. But the little chair broke, and she fell.

Then Golden Locks saw three beds.

There was a big bed for Father Bear, a middle-sized bed for Mother Bear, and a little bed for Baby Bear.

She lay on the big bed. It was too hard.

She lay on the middle-sized bed. It was too soft.

She lay on the little bed. It was just right, so she fell fast asleep.

Soon the bears came home.

“SOME ONE HAS BEEN TASTING MY SOUP,” said Father Bear in a big voice.

“SOME ONE HAS BEEN TASTING MY SOUP,” said Mother Bear in a middle-sized voice.

“SOME ONE HAS BEEN TASTING MY SOUP, AND IT IS ALL GONE,” said Baby Bear in a little voice.

“SOME ONE HAS BEEN SITTING IN MY CHAIR,” said Father Bear in a big voice.

“SOME ONE HAS BEEN SITTING IN MY CHAIR,” said Mother Bear in a middle-sized voice.

“SOME ONE HAS BEEN SITTING IN MY CHAIR, AND HAS BROKEN IT,” said Baby Bear in a little voice.

“SOME ONE HAS BEEN LYING ON MY BED,” said Father Bear in a big voice.

“SOME ONE HAS BEEN LYING ON MY BED,” said Mother Bear in a middle-sized voice.

“SOME ONE HAS BEEN LYING ON MY BED—AND HERE SHE IS!” said Baby Bear in a little voice.



Father Bear and Mother Bear ran to see.

But Golden Locks jumped out of the little bed and ran home as fast as she could.

—*Robert Southey.*

ACTION AND EXPRESSION

Have different groups act this story. What may be used for bowls? What for beds?

OTHER SELECTIONS

Burgess: A Goop Party; Lindsay: The Little Pig; Little Red Riding Hood.

THE BONFIRE

JAMES: A bonfire! A bonfire! Let's have a bonfire!

FRANK: Hurrah for a bonfire! See the leaves!

FATHER: Come boys! Come girls! Let's have a big bonfire!

LUCY: That will be such fun!

MARY: Pile up the leaves! Pile them high!

FATHER: Rake up the leaves, boys! - Rake them up, girls!

JAMES: Hurrah! See the red sparks fly!

FRANK: Oh, see the smoke! See the smoke!

FATHER: See the red sparks fly about! Run, girls, run! Shout, boys, shout!

—*Selected.*

WORD STUDY

Bonfire, hurrah, leaves, come, pile, high, rake, sparks, smoke, about, run, shout.

ACTION AND EXPRESSION

Have the children act this in their own way to show their idea of bonfire fun.

OTHER SELECTIONS

Stevenson: Autumn Fires; Thomas: Autumn Fashions; Aldrich: Maple Leaves.

NUT BABIES

Rock-a-bye babies in the tree-top,
When the wind blows the cradles will
 rock;
When the stems break the cradles will
 fall—
Down comes rock-a-bye, babies and all.
Hush-a-bye, hush-a-bye, babies grow;
Hush-a-bye, hush-a-bye, nuts, you know,
 Will fall to the ground,
 And there they'll be found
By children and squirrels all around.

—*Child Garden.*



THE BOY AND THE NUTS

Once a boy sat under a big tree.

Near him was a small vine with a large pumpkin on it.

He looked at the tiny nuts on the big tree.

He looked at the large pumpkin on the small vine.

Then he said, "The big tree should have large pumpkins on it. The small vine should have tiny nuts."

Just then a tiny nut fell and hit him
on the head.

“Ouch!” said the boy, “I am glad that
the little vine has the large pumpkin.”

—*La Fontaine.*

WORD STUDY

Under, vine, pumpkin, looked, tiny.

ACTION AND EXPRESSION

Have the boys in turn act this story to show what each
thinks it means.

THE WORLD IS SO FULL

The world is so full
Of a number of things,
I am sure we should all
Be as happy as kings.

—*Robert Louis Stevenson.*



SIMPLE SIMON

Simple Simon met a pieman
Going to the fair;
Said Simple Simon to the pieman,
“Let me taste your ware.”
Said the pieman to Simple Simon,
“Show me first your penny.”
Said Simple Simon to the pieman,
“Indeed, I have not any.”

—*Mother Goose.*

BOBBIE SQUIRREL'S TAIL*

See the pretty squirrel. His name is Bobbie Squirrel. What a big tail he has!

One day Bobbie Squirrel ran down a tree.

Jack Rabbit was going by. His tail was little.

Jack Rabbit said, "Look at Bobbie! He wants us to see his big tail."

Brown Owl said, "Oh, see Bobbie! He has his tail above his back."

Bobbie Squirrel ran to a tree. There were nuts under the tree.

Bobbie dug a big round hole in the ground.

* From "Story Telling Time." Used by the courteous permission of The Pilgrim Press.

He swept the nuts into the hole with his big tail. Then he covered them with leaves. He swept the leaves with his tail, too. He will eat the nuts next winter.

Guess what Bobbie found at home!

He found shells on the floor. A little squirrel had put them there.

“Oh, dear me!” said Bobbie. “The floor must be swept!”

So Bobby Squirrel swept the floor with his big tail.

By and by night came. Then Bobbie Squirrel went to sleep on the floor.

Guess what he did with his big tail!

—*Carolyn S. Bailey.*

QUESTIONS

1. How many things did Bobbie Squirrel do with his tail?
2. What other things do squirrels do with their tails?

WORD STUDY

Pretty, squirrel, tail, back, round, hole, ground, swept, covered, leaves, guess, shells, floor.

OTHER SELECTIONS

Dodge: Little Squirrels, Crack Your Nuts; Tabb: The Squirrel; Whisky Frisky.

THE LITTLE GREEN HOUSE

There was a little green house,
And in the little green house
There was a little brown house,
And in the little brown house
There was a little yellow house,
And in the little yellow house
There was a little white house,
And in the little white house
There was a little heart.

(A walnut.)

—Mother Goose.

THIS IS THE WAY

This is the way we wash
our clothes,

Wash our clothes,

Wash our clothes;

This is the way we wash
our clothes,

So early Monday morn-
ing.



This is the way we dry
our clothes,

Dry our clothes,

Dry our clothes;

This is the way we dry
our clothes,

So early Tuesday morn-
ing.



This is the way we mend
our shoes,

Mend our shoes,

Mend our shoes;

This is the way we mend
our shoes,

So early Wednesday
morning.



This is the way we visit
our friends,

Visit our friends,

Visit our friends;

This is the way we visit
our friends,

So early Thursday
morning.



This is the way we sweep
the house,

Sweep the house,

Sweep the house;

This is the way we sweep
the house,

So early Friday morn-
ing.



This is the way we bake
our cake,

Bake our cake,

Bake our cake;

This is the way we bake
our cake,

So early Saturday
morning.



This is the way we go to
church,

Go to church,

Go to church;

This is the way we go to
church,

So early Sunday morn-
ing.

—*Nursery Rhyme.*



SEWING FOR DOLLY

I'm making a dress for dolly,

A beautiful dress of blue.

She's having a birthday party,

And she must have something new.

—*Selected.*

PLAYING "GUESS"

These merry children are playing a good game. Each in turn tells a short story. Then the others guess who he is.

PLAYING "GUESS"

FRANK: What shall we play?

DAN: Let's play "Guess."

RUTH: Oh, yes, let's play "Guess."

Who is first?

KATE: Let Frank be first. Go on, Frank.

FRANK: I am small.

I am very timid.

I peep at you from a hole.

I run around after dark.

I creep under the table.

I nibble cheese.

Who am I? Guess.

DAN: You are a mouse!

FRANK: Yes. Now it's your turn, Dan.

DAN: I live in the woods.

I am not a bird.

I am not a flower.

I am not a tree.

I run up a tree.

I eat nuts.

I have a bushy tail.

What is my name?

RUTH: Oh, I know! A squirrel!

KATE: Now tell your story, Ruth.

RUTH: I am very small.

I can not work.

I laugh and cry.

I sleep in a little bed.

Who am I?

KATE: A baby! That's a good story.

FRANK: It's your turn, Kate.

KATE: Here's my story:

I come in the sky

On a springtime day,

When the rain and sun

Together play.

Can you guess what I am?

DAN: Oh, I can guess that!

A rainbow!

RUTH: That's a good game.

Let's play it again soon.

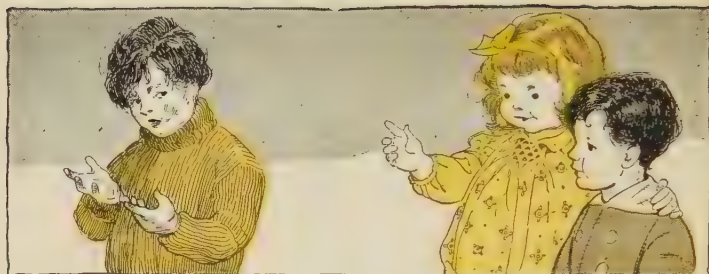
—*Selected.*

SUGGESTION

Have pupils tell short stories of their own, such as stories of the robin, the blue jay, the kitten, the pup, and the cow.

Be kind and gentle

To those who are old.



GOOP! GOOP! GOOP!*

Goop! Goop! Goop!

I wish you'd wash your face!

Goop! Goop! Goop!

Your hands are a disgrace!

Goop! Goop! Goop!

Put things back in their place!

I wish you were polite,

Instead of a

Goop! Goop! Goop!

—*Gelett Burgess.*

*Used by the courteous permission of, and by special arrangement with, The Frederick A. Stokes Company.

THE THREE LITTLE PIGS

Once there were three little pigs.

The first little pig said, "I shall build a house."

The second little pig said, "I shall build a house."

The third little pig said, "I shall build a house."

The first little pig saw some straw.

"This straw will make a soft house," he said. "I shall build a straw house."

Then the first little pig built a house of soft straw.

The second little pig saw some sticks.

"These sticks will make a tall house," he said. "I shall build my house of sticks."

Then the second little pig built a tall house of sticks.

The third little pig saw some stones.

“These stones will make a strong house,” he said. “I shall build my house of stone.”

Then the third little pig built his house of stone.

One day a big wolf came to the straw house.

He knocked on the door and said,

“Little pig, little pig,

Let me come in.”

The first little pig said,

“No, no, by the hair

Of my chinny-chin-chin.”

The wolf said,

“Then I’ll huff and I’ll puff

And I'll blow your house in."

So the wolf huffed and puffed and blew the straw house in, and ate up the first little pig.

Soon the wolf went to the house of sticks.

He knocked on the door and said,

"Little pig, little pig,

Let me come in."

The second little pig said,

"No, no, by the hair

Of my chinny-chin-chin."

Then the wolf said,

"Then I'll huff and I'll puff

And I'll blow your house in."

So the wolf huffed and puffed and blew the house of sticks in, and ate up the second little pig.



Then the big wolf went to the house of
stone.

He knocked on the door and said,

“Little pig, little pig,

Let me come in.”

The third little pig said,

“No, no, by the hair

Of my chinny-chin-chin.”

The wolf said,

“Then I’ll huff and I’ll puff

And I'll blow your house in."

So the wolf huffed and puffed, and he could not blow the stone house in.

Then he said, "Little pig, I know where there are some fine apples."

"Where?" asked the little pig,

"Over in Farmer Brown's orchard," said the wolf. "Shall we go for them in the morning? I shall come for you at five o'clock."

"Very well," said the little pig.

The little pig went at four o'clock to get the apples. While he was in the tree the wolf came.



“How do you do, little pig,” said the wolf. “Are those good apples?”

“Very good,” said the little pig. “Here is a fine one for you.”

He threw the apple as far as he could.

The big wolf went to get the apple.

Then the little pig got down and ran home.

The wolf was very angry. He played his best tricks to catch the little pig. But he could not catch the little pig in the stone house.

—*Old English Tale.*

QUESTIONS

1. What kind of house did each little pig build?
2. How did the wolf get the first two little pigs?
3. Why could he not get the third little pig?

THE LITTLE PIG

Once upon a time a little pig with a curly tail went out for a walk.

Soon he came to a garden. It was full of pretty flowers. The gate was wide open.

“Umph, umph!” said the little pig, “isn’t this fine? Now I shall have a good dinner!”

He ran into the garden.

“Umph, umph! Nice place!” said he, and he put his nose down in the pansy bed.

Soon a brown hen with her little yellow chicks came down the road.

“Cluck, cluck! Come, come!” she said to her chicks.



“Peep, peep, peep!” said the chicks,
“is it a worm?”

“It is a garden, a good place to
scratch,” said the hen.

Soon they were busy scratching among
the violets.

Then the white cow came into the
garden.

“Moo, moo!” she said, “this is fine!”
And she nipped the little daises from
their stems.

“Cluck, cluck!” said the brown hen.

“Peep, peep!” said the little chicks.

“Umph, umph!” said the pig with a curly tail.

“Moo, moo!” said the white cow.

Soon a little white rabbit came to the gate.

“Oh, is it a party?” he asked.

“Come in,” said the little pig.

So the rabbit hopped into the garden for his dinner.

Soon the gardener came home.

He saw the little pig in the garden.

He saw the brown hen in the garden.

He saw the little yellow chicks in the garden.

He saw the white cow in the garden.

He saw the white rabbit in the garden.

“Stop eating my flowers!” he said.

“Get out of my garden!”

Away they all ran down the road.

“Umph, umph!” cried the little pig with a curly tail, “we shall all come back to-morrow.”

But when they went back the next day, the garden gate was shut.

—*Maud Lindsay.*

QUESTIONS

1. Who first went into the garden?
2. What did the hen and her chicks do?
3. Who else went into the garden for dinner?
4. What did the gardener see?
5. Why did they not get into the garden the next day?

WORD STUDY

Curly, garden, full, flowers, gate, wide, open, pansy, scratch, violets, nipped, daisies, stems, party, gardener, to-morrow, shut.

ACTION AND EXPRESSION

Have the children read the story. Plan to act the story, then act it.

OTHER SELECTIONS

Potter: The Tale of Peter Rabbit; Smith: Bunny Cotton-Tail.



THE JACK-O'-LANTERN*

Here is the pumpkin

That grew in the fields.

Here is the knife that little Dick wields.

Here is the cover,

The stem is the handle.

* From "Something to Do." Used by the courteous permission of The Bennett Publishing Company.

Here is the hole where he puts in the
candle.

Here are the eyes

And the queer little nose.

Here are the teeth in two queer little
rows.

Here's the whole lantern,

But you'll not be afraid

Now that I've told you just how it is
made.

—*Sallie Brown.*

FIVE FAT TURKEYS

Five fat turkeys are we;

All night we slept in a tree ---

When the cook came around,

We could n't be found,

So that's why we're here, you see.

—*Selected.*



TEN LITTLE BROWNIES

Ten little brownies standing in a line;
One hurt his toe and then there were nine.

Nine little brownies sitting up straight;
One fell over and then there were eight.

Eight little brownies in a line so even;
One chased a bee, then there were seven.

Seven little brownies playing funny tricks;
One lost his cane and then there were six.

Six little brownies by the lake to dive;
Little frog scared one and then there were
five.

Five little brownies playing on the floor;
One fell asleep and then there were four.

Four little brownies sitting in a tree;
One fell down and then there were three.

Three little brownies climbing on a shoe;
One fell in and then there were two.

Two little brownies with their merry fun;
One tried to fly and then there was one.

One little brownie left all alone;
He ran away and then there was none.

—*A Merry Rhyme.*

THE BROWNIES

We like to work,
We like to play,
We're always busy
Night and day.

—*Nursery Jingle.*

LITTLE RED HEN AND SLY FOX

Once upon a time there was a Little Red Hen.

She lived in a little white house.

She had a little green garden.

Every day she worked in the house and in the garden.

Near the home of Little Red Hen lived Sly Fox.

One day Mother Fox said, "I want a fat hen to eat."

"Very well," said Sly Fox, "how can I catch Little Red Hen?"

"You might catch her in a bag," said Mother Fox.

"Very well, I will catch her in a bag," said Sly Fox.



So Sly Fox said to Mother Fox, “Put on the pot. Have the water boiling hot.”

Then he put a bag on his back, and off he went.

Soon Sly Fox came to the house of Little Red Hen.

Little Red Hen was at work in her garden. So Sly Fox went into the house, and hid behind the door.

When Little Red Hen came in, she saw

Sly Fox. Up she flew to the top of her cupboard.

“Catch me if you can,” said Little Red Hen.

“O, I can catch you,” said Sly Fox.
“Just look at me.”

Then he went round and round and round after his tail.

Little Red Hen watched him.

Soon she was so dizzy that she fell to the floor.

Then Sly Fox caught her, put her in the bag, and went trotting away.

“How can I get out of this bag?”
thought Little Red Hen.

“I must get out. I do not want Sly Fox to eat me.”

Just then she thought of her scissors.



She always had them with her.

So she went snip, snip, snip, with her sharp little scissors, and soon made a big hole.

Then she hopped out, put a stone in the bag, and flew home as fast as she could fly.

“He’ll not catch me again!” she said.

He thought Little Red Hen was in the bag.

Mother Fox was waiting at home.

The pot was filled with boiling water.

In came Sly Fox with his bag.

“What have you in your bag?” said Mother Fox.

“A fine fat hen,” said Sly Fox.

Then he held the bag over the pot.

“When I drop her in,” he said, “you must clap on the lid.”

So he opened the bag.

Splash! went the boiling water.

It splashed all over the sly foxes.

Never again did they try to catch Little Red Hen.

—*Old Folk Tale.*

WORD STUDY

Worked, garden, happy, sly, catch, bag, pot, boiling, back, hid, behind, cupboard, watched, dizzy, trotting, thought, scissors, snip, sharp, hopped, clap, opened, splash.

ACTION AND EXPRESSION

Have the children read the story, tell it in their own words, then act it. The children should first decide how to act the different parts of the story.



IF A PIG WORE A WIG

If a pig wore a wig
What could we say?
Treat him as a gentleman
And say “Good day.”

If his tail chanced to fall,
What could we do?
Send for a tailoress
To get one new.

—*Christina G. Rossetti.*



THE DOG AND HIS IMAGE

One day a big dog stole a piece of meat from a wee little dog.

“You shall not have this meat!” he said to the little dog. “I shall take it across the brook and eat it.”

So the big dog ran to the brook.

There was a little bridge over the brook.

The bridge was only a board.

The big dog ran out on the board.

He looked down into the water. He thought he saw another dog there.

When he moved, the other dog moved.

When he stood still, the other dog stood still.

The other dog had a piece of meat, too.

“Ah,” said the big dog, “I will steal that meat, also.”

He opened his mouth wide and snapped at the other dog’s meat.

Then his own meat fell out of his mouth.

Splash! It went into the water.

So the big dog had to run home without any meat.

—Æsop.

QUESTIONS

1. What kind of dog did the big dog see in the water?
2. What does this story tell of the big dog?
3. Tell the story.

WORD STUDY

Piece, meat, stole, across, bridge, looked, thought, snapped, splash.

OTHER SELECTIONS

Bailey: The Greedy Shepherd; Æsop: The Fox and the Lion; The Greedy Crane.

THE SKIPPING ROPE

Over your head
And under your toes;
That is the way
The skipping rope goes.

Up with this foot
And down with that;
While your heart
Goes pit-a-pat.

—*Selected.*



TWINKLE, TWINKLE, LITTLE STAR

Twinkle, twinkle, little star!

How I wonder what you are,

Up above the world so high,

Like a diamond in the sky!

When the blazing sun is set,

And the grass with dew is wet,

Then you show your little light;

Twinkle, twinkle, all the night!

In the dark blue sky you keep,

And often through my window peep;

For you never shut your eye

Till the sun is in the sky.

—*Jane Taylor.*

THE INDIAN GAME*

When I put feathers on my head
And wear my tan suit fringed with
red,

I'm not a boy then, but, instead,
An Indian with a stealthy tread.

Inside I have to fix up, too,
I listen well, as Indians do,
I make my eyes see clear and true,
And never ask what, where, or who.

It is the best game that I play,
For often will my mother say,
When things have bothered her some
way,

“Now, be an Indian to-day!”

—*Edith G. Brewster.*

* From Louise Robinson's "In Toyland." Used by special arrangement with the author.



THE PANCAKE

Once a big round pancake said it would not be eaten. This story tells how the pancake ran away and what became of it.

THE PANCAKE

Once upon a time there was a little old woman who had seven hungry little boys. She made a big round Pancake.

“Oh, good mother,” cried the boys,
“give us each a piece of the Pancake.”

But Pancake said:

“I will not, not, not be eaten!”

So the big round Pancake gave a hop
and a jump.

It rolled out of the door, and O so very
fast.

“Stop! stop! Pancake!” said the
mother.

But Pancake rolled faster and faster.

The old woman and her boys ran after
Pancake as fast as they could.

“Stop! stop!” said all the little boys.

But Pancake rolled faster and faster.

Pancake laughed and said,

“I am having some fun,
I roll and they run,
I can beat every one.”

Then Pancake met a little old man.

“Stop, Pancake, stop! I am hungry! I wish to eat you,” said the little old man.

But Pancake answered,

“I rolled away from the little old woman,

I rolled away from her seven little boys,

And I can roll away from you!”

And Pancake rolled faster and faster.

“You can, can you?” said the man.

And he ran after Pancake.

Pancake laughed and said,

“I am having some fun,

I roll and they run,

I can beat every one.”

Soon Pancake met a little brown hen.

“Stop, Pancake, stop! I am very hungry! I wish to eat you,” said the hen.

But Pancake answered,

“I rolled away from the little old woman,

I rolled away from her seven little boys,

I rolled away from the little old man,

And I can roll away from you!”

And Pancake rolled faster and faster.

“You can, can you?” said the little brown hen, and she ran after Pancake.

Pancake laughed and said,

“I am having some fun,
I roll and they run,
I can beat every one,”

Soon Pancake met a little white duck.

“Stop! Pancake! stop! I am very, very hungry! I wish to eat you,” said the little white duck.

But Pancake answered,

“I rolled away from the little old woman,

I rolled away from her seven little boys,

I rolled away from the little old man,

I rolled away from the little brown hen,

And I can roll away from you.”

And Pancake rolled faster and faster.

“You can, can you?” said the little white duck. Then she ran after Pancake.



Pancake laughed and said,

“I am having some fun,
I roll and they run,
I can beat every one.”

Soon Pancake met a pig.

“Why do you run so fast?” said the pig.

“Can you not see? The old woman, the boys, the man, the hen, and the duck wish to eat me.”

“That is too bad. I will go with you,”
said the pig.

So the pig and Pancake went on and
on and on.

They came to a river.

“I can not swim,” said Pancake.

“I can swim,” said the pig.

“Jump up on my nose, and I will take
you across.”

So Pancake jumped up on the pig’s
nose.

The pig said, “Ouf, ouf! you are a
good Pancake.”

And snip! snap! that was the end of
Pancake.

—*Norse Folk Tale.*

WORD STUDY

Woman, round, pancake, piece, eaten, hop, jump, rolled,
laughed, faster, hungry, duck, river, snip, snap.

ACTION AND EXPRESSION

Children like to act this story. How can the end of the story be acted?

OTHER SELECTIONS

The Gingerbread Boy, The Buckwheat Boy, Johnny Cake.

MIX A PANCAKE

Mix a pancake,
Stir a pancake,
Pop it in the pan.

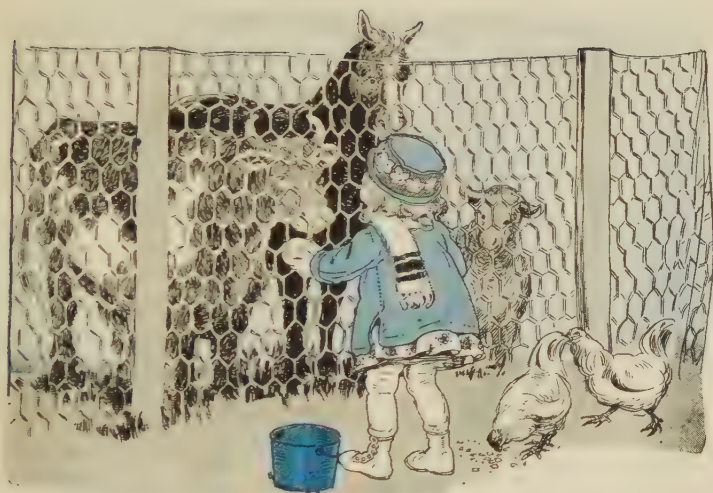
Fry a pancake,
Toss a pancake,
Catch it if you can.

—*Christina G. Rossetti.*

THE MILL

The mill will go,
The flour to make,
And then for mother
A cake we will bake.

—*Chinese Nursery Rhyme.*



HOW PATTY GAVE THANKS

Cow: Good morning to you all! I have something to tell you. Can you guess what it is?

HORSE: Is it about a little girl?

Cow: Yes! It is about a little girl. Can you guess what it is?

SHEEP: Is it something about Patty?

Cow: Yes! It is about Patty.

HORSE: Tell us about Patty. We all love Patty.

SHEEP: Yes! Tell us about Patty.

Cow: What a good girl Patty is! She came to me this morning.

She said, "Good morning, Cow! This is Thank-you day. I like your good milk. Thank you, Cow, thank you!"

She gave me an apple. I like to give milk to Patty.

SHEEP: Bob, did you see Patty?

HORSE: Yes, Patty came to me, too. She said, "You dear horse! You give me rides. Thank you, Bob, thank you!"

She patted me and patted me. Then she gave me some hay. I will give her a ride soon.

Cow: How kind Patty is! Bob likes to give her rides. I like to give her milk.

HORSE: Did Patty thank you, too, Sheep?

SHEEP: Yes, she came to us, too.

She said, "Good morning! I know what you give me. You give me wool. The wool keeps me warm. Thank you, thank you!"

Then she gave us some water.

Cow: How kind Patty is! Bob likes to give her rides. Sheep like to give her wool. I like to give her milk.

SHEEP: Did Patty thank the hens, too?

HORSE: Yes! I heard her thank them. Then she gave them some corn.

SHEEP: What do the hens give Patty?

Cow: They give her eggs.

HORSE: She said ‘‘Thank you’’ to us all.

Cow: How kind Patty is! Bob likes to give her rides. Sheep like to give her wool. Hens like to give her eggs. I like to give her milk.

—*Emilie Poulsson.*

QUESTIONS

1. Why do these animals like Patty?
2. What did Patty do for each?
3. What have you seen children do that shows they are kind to animals?

WORD STUDY

Something, tell, guess, milk, apple, horse, rides, patted, keeps, warm, wool, heard, corn.

ACTION AND EXPRESSION

Act this story. Have one child act the part Patty took before this begins.

OTHER SELECTIONS

Bigham: Little Wee Pumpkin's Thanksgiving; Lindsay: The Visit; A Thanksgiving Story (Boston Kindergarten Collection).

THANKSGIVING*

I'm thankful for so many things,
I can not name them all;
I'm thankful when the robin sings;
And when the snowflakes fall,
And when the ice is safe and
 strong,
So I can skate and slide,
And when the grocer comes along
And lets me take a ride.
So when Thanksgiving comes, you
 see,
I never have to try
To be as thankful as can be
For mother's pumpkin pie!

—*Emeline Goodrow.*

* Used by the courteous permission of the author.



THE LITTLE GIRL AND THE EGGS

Once upon a time there was a little girl with a basket of eggs.

“I have fifteen eggs,” she said. “I will take them to my white hen. She will sit upon them.

“Soon fifteen chickens will peck open the shells. Fluffy little things! I can see them now—yellow, and black, and white!

“I can hear them say, ‘Peep, peep!’ I

shall feed them well. Soon they will grow into large, fat hens.

“Then I shall sell them. Just think of the money I shall get! I can buy a fine hat and a dress.

“How happy I shall be! My friends will not know me. I just can’t wait!”

Then down fell the basket of eggs. All of them were broken.

This little girl counted her chickens before they were hatched.

—*Proverb Tale.*

QUESTIONS

1. What did the little girl think she would do with the eggs?
2. What would she buy when her chickens were sold?
3. Why did she not do this?

WORD STUDY

Basket, fifteen, chickens, peck, shells, fluffy, yellow, grow, money, sell, dress, happy, friends, wait, broken, counted, hatched.

WHAT CHILDREN SAY



Oh! Oh! Oh!
There goes my balloon!
What shall I do?



Boo-hoo! Boo-hoo!

I am lost!
Please help me!
My name is——
I live at



Just see my jack-o'-lan-
tern!
I made it myself!
Don't you tell!
I am going to frighten
mother!

—*Emily Hall.*



THE RED DRUM*

I'm a beautiful red, red drum,
And I train with the soldier boys;
As up the street we come,
Wonderful is our noise!
There's Tom, and Jim, and Phil,
And Dick, and Nat, and Fred,
While Widow Cutler's Bill
And I march on ahead.
With a r-r-rat-tat-tat,
And a tum-titty-um-tum-tum
Oh, there's bushels of fun in that
For boys with a little red drum!

—*Eugene Field.*

* Copyrighted by Charles Scribner's Sons and used by special arrangement.

TOYS TO SELL

Little Roy and his sister Mary are full of fun. They like to play store. Roy puts all his toys in a large basket, and plays he is a toy merchant. Mary puts on one of her mother's old dresses and plays she is buying toys for her little boy.

TOYS TO SELL

ROY: Toys! Toys to sell!

MARY: What toys, my man?

ROY: Fine toys--tops, dolls, wagons, tin cats, tin dogs, whips, balls, rabbits!

MARY: Stop, man, stop! What a noise you make! I want a nice toy for my little boy.

ROY: [*showing toys*]: Buy a whip, lady, all boys like whips!



MARY [*looking at whip*]: This whip is broken. The lash is off. I don't want a broken whip.

ROY: Yes, lady, but the lash is here. You can put it on.

MARY: How much is the whip?

ROY: Ten cents; but you may have it for five cents as the lash is off.

MARY: Here is the money. What else have you?

ROY: A fine rabbit, lady, one of the best rabbits you ever saw. See! [*He holds up the rabbit.*] Only five cents, lady!

MARY: My little boy wants a rabbit. What! This one has lost an ear! Have you a rabbit with two ears?

ROY: Well, you see, lady, this kind of rabbit has only one ear.

MARY: It must be a broken kind, then! I want a rabbit with two ears.

ROY: Sorry, lady! Would your little boy like a ball? Here's a fine one. [*He bounces the ball, then hands it to the lady.*] Buy this for the boy! Only ten cents! What do you say, lady?

MARY: Very well, I'll take the ball. [*She gives the boy the money and starts to go.*]
That is all I need to-day.

ROY: No dolls, wagons, tin cats, tin dogs?

MARY: No, thank you, not to-day!

ROY: Good day, lady, be sure to come again.

MARY: Good day.

ROY: Toys! Toys! Fine Toys!

—*Selected.*

WORD STUDY

Merchant, wagons, rabbits, noise, whip, broken, lash.
money.

ACTION AND EXPRESSION

Have the story acted by two children with the others
looking on as buyers.

OTHER SELECTIONS

The Candy Cat; Butts: Keeping Store.



OUR HERO*

Old Santa Claus is a hero bold.
He comes over land and sea,
And on his back,
He carries a pack,
Full of gifts for you and me;
Long may he live and never grow old.

—*Laura M. Fitch.*

* Used by the courteous permission of the author.

A LETTER FROM SANTA CLAUS

My dear Harriet:

How glad I am to see you!

I am your old Santa Claus.

I am a busy fellow.

I am a jolly fellow.

I will come to see you Christmas night.

You will know me.

You will see my red coat.

You will see my big pack.

Shall I bring you a ball and bat, a book,
a horn, a drum, or some other toy?

I know you go to school.

I think you are a little helper.

If you think you are a helper, write
to me.

Tell me what you want.

Your old friend,

Santa Claus.

—*Achsah May Harris.*

SUGGESTION

Have this letter, or one like it, sent to each child. Then let each read his letter to the class.

CHRISTMAS

Christmas comes

But once a year.

And when it comes

It brings good cheer.

—*Old Rhyme.*

WHAT MAKES CHRISTMAS

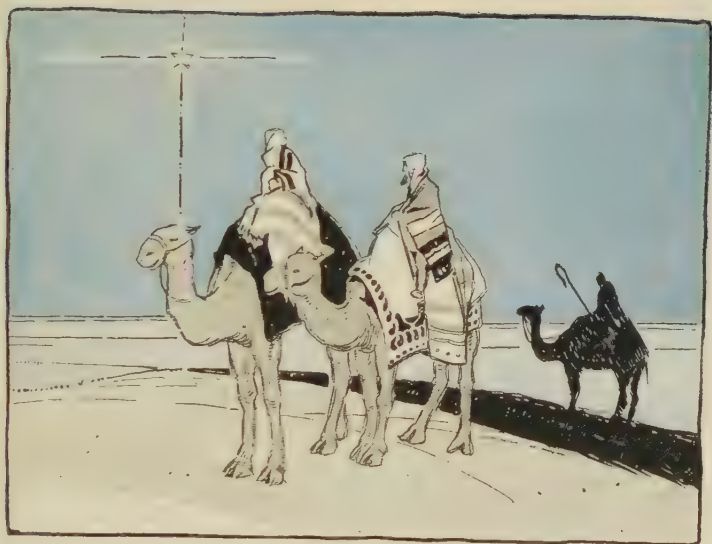
Little wishes on white wings,

Little gifts — such tiny things —

Just one little heart that sings,

Make a merry Christmas.

—*Dorothy Howe.*



THREE WISE MEN*

They came, the three wise men,
Across the desert bare,
To the manger cradle
And found the Christ Child there.

—*Dorothy Pontius.*

* Used by the courteous permission of the author.



A REAL SANTA CLAUS*

Santa Claus, I hang for you,
By the mantel, stockings two:
One for me and one to go
To another boy I know.

* * * * *

When it's filled up to the brim
I'll be Santa Claus to him.

—*Frank Dempster Sherman.*

* Used by the courteous permission of, and by special arrangement with, Houghton Mifflin Company.

THE JOLLY NEW YEAR

Oh, I am the little New Year, ho! ho!
Here I come tripping it over the snow,
Shaking my bells with a merry din;
So open your door and let me in.

—*Etta Suplee.*

EVERY COMING DAY

A merry, merry Christmas,
A New Year bright and gay,
With work and joy and laughter
For every coming day.

—*Selected.*

THE TALKING SNOW MAN

Don and Rose made a big snow man. On the snow man's head, they put father's tall hat. In his arms, they placed mother's old broom. Then they used large, round bits of coal for buttons. Just as they stood back to take a good look at the fine snow man, a strange thing took place. This story tells what took place and how Don and Rose surprised their father.

THE TALKING SNOW MAN

DON [*pointing*]: What a fine snow man, Rose? He looks like a real live man.

ROSE: What a surprise for father, Don! Hurrah! He will soon be here!

SNOW MAN: Thank you, my children! I am glad you made me. Thank you, my children!

DON [*surprised*]: What was that, Rose?
[*After a pause.*] It was our snow man.

ROSE: Oh, Don, he speaks like father. Speak to him, Don!

DON: Mr. Snow Man, are you really alive?

SNOW MAN: I am speaking to you, my children. I am glad you made me. Thank you, my children.

ROSE [*clapping her hands*]: Oh, Don, how surprised father will be! I can't wait!

SNOW MAN: My dear children, let me help you to surprise father.

ROSE: Call to him, Mr. Snow Man!
Tell him Don and I made you. Tell him
you are our own snow man!

SNOW MAN: But I am not your snow
man, my children.

DON: We made you! You are ours!

SNOW MAN: No, my dear children, I am
not yours. I belong to North Wind and
Jack Frost. They made me.

ROSE: Why, Mr. Snow Man, we made
you! We gave you your tall hat, and
your big buttons, and your broom.

SNOW MAN: No, children, I am millions
of little snowflakes made by North Wind
and Jack Frost. The cold winds are my
friends. The sun drives me away.

DON [*pointing toward snow man*]: Look,



Rose! What is that black thing near our snow man?

ROSE [*half frightened*]: Oh, Don, see! It is moving away -like a great black giant.

DON: Oh, Rose, you silly little thing! Look, there's father on the doorstep now. I wonder why he is laughing. I really

believe he has done all the talking for our old snow man.

FATHER [*calling from the doorstep*]: Don!
Rose! Come in, children! Supper is ready.

—H. W. Davis.

QUESTIONS

1. How did Don and Rose plan to surprise their father?
2. What strange thing took place?
3. What did the snow man tell of himself?
4. Why do you think their father laughed?

WORD STUDY

Surprise, really, speaking, buttons, broom, millions, snow-flakes, drives, giant, doorstep, laughing, supper.

ACTION AND EXPRESSION

Read the story, then act it. What can be used as a snow man? What can be used as the great black giant?

THE WEAVER

A wonderful weaver,
High up in the air,
Weaves a white blanket
For cold earth to wear.

—*Selected.*



DICK AND THE SHADOW

DICK: Where did you come from? Who are you?

SHADOW: Don't you know me?

DICK: No, I do not. Who are you?

SHADOW: Ha, ha, ha! That's a good joke.
I've been with you all the time. I'm you.

DICK: What! A little fellow like you?
Come to me. I want you.

SHADOW: I shall not come to you. I shall stay right here.

DICK [*running after the shadow*]: Then I shall catch you and make you come.

SHADOW [*running away*]: That's not the way to catch me.

DICK: Dear me, I'm so tired! I must sit down and rest.

SHADOW: So shall I sit down and rest.

DICK: How saucy you are! Well, if you won't come to me, stay where you are. I'll come to you.

SHADOW [*running*]: Oh, that's not the way to catch me. I told you that's not the way.

DICK: Very well, sir, I shall not try to catch you again. I shall run away from you. [*Dick runs away. Shadow follows.*]

SHADOW: Ha, ha, ha! That's another good joke. Oh, I can run as fast as you!

DICK: Oh, here you are! I see, I see! So that's the way to make you come to me, is it?

SHADOW: I was your shadow all the time, if you only knew it.

—*Old Folk Tale.*

QUESTIONS

1. Why did not the shadow come to Dick?
2. Why could not Dick catch the shadow?
3. How did Dick get the shadow to come to him?
4. What did the shadow tell Dick?

WORD STUDY

Where, know, joke, time, fellow, stay, catch, tired, must, rest, saucy.

ACTION AND EXPRESSION

Have two children act this story to show what they think it means. It may also be acted by one child, leaving out the shadow's part.

OTHER SELECTIONS

Stevenson: My Shadow; Sherman: The Shadows.



THE TRACKS TO THE DEN

A hungry old lion sat in his den.

“I am too old to hunt,” said he. “I am very hungry. I must play a trick to get something to eat.”

Just then a crow flew to a tree near by.

“What is the matter, friend Lion?” asked the crow.

“I am very old, and very sick,” said the lion. “I wish you would tell my friends.”

“I’ll tell all your friends at once,” said the crow.

“Thank you, friend Crow!” said the lion.

Soon a little rabbit came to the den.

“Good morning, friend Lion, I hear that you are sick,” said Bunny.

“Very sick, very sick,” said the lion.

“Come in. Come in, friend Rabbit.”

“Thank you,” said Bunny, and in he went.

But Bunny did not come out.

Soon a little lamb came to the den.

“Good morning, friend Lion, I hear that you are sick,” said Lambikin.

“Very sick, very sick,” said the lion.

“Come in. Come in, friend Lambikin.”

“Thank you,” said Lambikin, and in he went.

But Lambikin did not come out.

Soon a sly fox came to the den.

“Good morning, friend Lion, I hear that you are sick,” said the fox.

“Very sick, very sick,” said the lion.
“Come in. Come in, friend Fox.”

But the fox stood and looked at something on the ground.

“What do you see?” asked the lion.

“I spy tracks,” said the fox. “I spy rabbit tracks and lamb tracks.”

“What of that?” asked the lion.

“The tracks go into your den,” said the fox. “They do not come out.”

“O, come right in!” said the lion.

“No, I thank you, friend Lion. I will not make tracks into your den. I will make tracks away from your den as fast as I can.”

So away ran the sly fox as fast as he could go.

—Æsop.

QUESTIONS

1. What trick did the lion play?
2. What did the fox see on the ground?
3. Why did not the fox go into the den?

WORD STUDY

Hungry, hunt, trick, crow, friend, something, ground, looking, tracks.

ACTION AND EXPRESSION

Act the story. What shall be the den? Let one child be the lion, one the crow, and so on.

OTHER SELECTIONS

Æsop: The Goat and the Lion; Billy Bobs; The Bremen Town Musician.

SAFETY FIRST*

Safety first!
Do not forget it.
Safety first!
You'll not regret it.

Never speed first.
Never fun first.
Never, never
Jump and run first!

Waiting can not
Kill or maim.
Play it safe, boys,
That's the game!

—*Lucy Williams Tinley.*

* Used by the courteous permission of the author.

LAMBIKIN

Once upon a time there was a wee,
wee Lambikin.

He was always happy.

One day Lambikin went to see his
Granny.

He was happy to think of the good
things he would get to eat.

Soon he met a wolf!

The wolf said, "Lambikin! Lambikin!
I'll eat you!"

But with a hop, a skip, and a jump,
Lambikin said,

"No, no!

To Granny's house I go,
Where I shall fatter grow,
Then you can eat me so."

The wolf liked fat lambs, so he let
Lambikin go.

Away ran Lambikin.

Soon he met a bear.

The bear said, "Lambikin! Lambikin!
I'll eat you!"

But with a hop, a skip, and a jump,
Lambikin said,

"No, no!

To Granny's house I go,
Where I shall fatter grow,
Then you can eat me so."

The bear liked fat lambs, so he let
Lambikin go.

Away went Lambikin.

Soon he met a lion.

The lion said, "Lambikin! Lambikin!
I'll eat you!"



But with a hop, a skip, and a jump,
Lambikin said,

“No, no!

To Granny’s house I go,
Where I shall fatter grow,
Then you can eat me so.”

The lion liked fat lambs, so he let
Lambikin go.

Away went Lambikin.

Soon he reached his Granny’s house.

“Granny dear,” he cried, “I told Wolf
and Bear and Lion I would get fat.
Please put me in the corn bin at once.”

“You are a good Lambikin,” said his Granny.

And she put him into the corn bin.

There he ate, and ate, and ate, until he was so fat he could hardly walk.

“Come, Lambikin,” said his Granny, “you are fat enough. You must go home now.”

“No, no,” said little Lambikin, “the wolf will eat me.”

“Oh, dear!” cried Granny in a fright.

“Never fear, Granny dear,” said Lambikin. “I’ll tell you what to do. Just make me a little drumikin. I can get into it and roll home.”

So Granny made Lambikin a drumikin.

And Lambikin curled himself up in the drumikin.

Then he began to roll home.

Soon he met the lion, who said,

“Drumikin! Drumikin!

Have you seen Lambikin?”

Lambikin answered as he rolled along,

“Fallen into the fire, and so will you!

On, little Drumikin! Tum-pa, tum-too!”

“Too bad, too bad,” said the lion, as he thought of the sweet, fat Lambikin.

So away rolled Lambikin.

Soon he met the bear, who said,

“Drumikin! Drumikin!

Have you seen Lambikin?”

Lambikin answered as he rolled along,

“Fallen into the fire, and so will you!

On, little Drumikin! Tum-pa, tum-too!”

“Too bad, too bad,” said the bear, as he thought of the sweet, fat Lambikin.



So away rolled Lambikin.

Soon he met the wolf, who said,

“Drumikin! Drumikin!

Have you seen Lambikin?”

Lambikin answered as he rolled along,

“Fallen into the fire, and so will you!

On, little Drumikin! Tum-pa, tum-too!”

“Too bad, too bad,” said the wolf, as
he thought of the sweet, fat Lambikin.

And away rolled Lambikin faster and
faster, laughing and sweetly singing,

“Tum-pa, tum-too;

Tum-pa, tum-too!”

So Lambikin got safely home.

—*A tale of the Punjab.*

BILLY GOAT AND THE WOLF

Once upon a time Billy Goat was going home through the woods.

“My, how dark it is!” said Billy Goat.
“I am afraid in the dark.”

He heard a fierce growl, “Gr-r-r!”

“What is that?” he asked.

“I must run home as fast as I can.”

Again he heard a fierce growl.

There stood a big, hungry wolf.

“Gr-r-r! I am going to eat you!”

“Oh! oh! I know you will eat me,”
said Billy Goat, “but first please do me
a favor, kind Wolf.”

“What do you wish, Billy Goat?”

“Please play for me to dance,” said



Billy Goat. "I wish to have one more dance before I die."

"Very well," said the wolf, "I will play for you. You can have one more dance before I eat you."

So the wolf played and Billy Goat danced.

By and by the wolf stopped playing.

"It is time for my dinner," said he.

"Please play once more, only once

more," said Billy Goat. "You play so well, so very well, I could dance all day to your music."

"Very well, I will," said the wolf. And he played once more for Billy Goat to dance.

The dogs heard the music and came to see who was playing.

"Run for your life, Wolf! The dogs will get you!" cried Billy Goat.

So the wolf had to run for his life. And Billy Goat ran home as fast as he could.

—Æsop.

WORD STUDY

Dark, afraid, fierce, growl, hungry, favor, dance, music, stopped, playing, dinner.

ACTION AND EXPRESSION

Have the children act the story. What may be used for woods? Who may act as the dogs?

YOU WHO ARE THE OLDEST*

You who are the oldest,
You who are the tallest,
Don't you think you ought to help
The youngest and the smallest?

You who are the strongest,
You who are the quickest,
Don't you think you ought to help
The weakest and the sickest?

Never mind the trouble,
Help them all you can;
Be a little woman!
Be a little man!

—*Gelett Burgess.*

* Used by the courteous permission of, and by special arrangement with, the Frederick A. Stokes Company.

THE THREE BILLY GOATS GRUFF

Once upon a time there were three goats.

The first was Little Billy Goat Gruff.

The second was Middle-Sized Billy Goat Gruff.

The third was Big Billy Goat Gruff.

They lived in a field near a big bridge.

Across the bridge was a field where the grass was fresh and green.

The billy goats wanted the fresh, green grass.

“A big Troll lives under that bridge,” said Big Billy Goat Gruff. “He eats billy goats.”

So the billy goats were afraid to cross the bridge.

One day Little Billy Goat Gruff said, "I am going to eat some of that fresh, green grass."

"If you do, the Troll will catch you," said Middle-Sized Billy Goat Gruff.

"I am not afraid. He will not eat me. I am too little," said Little Billy Goat Gruff.

So off he trotted, trip-trap, trip-trap, over the bridge.

"Who trips over my bridge?" roared the old Troll.

"It is I, Little Billy Goat Gruff."

"Then I will eat you!" roared the Troll.

"No, no, I am too little. Eat Middle-Sized Billy Goat Gruff when he comes. He is fatter than I."

“Go on, then,” said the old Troll.

Soon Middle-Sized Billy Goat Gruff saw Little Billy Goat Gruff eating the fresh, green grass.

“I too will go over the bridge,” he said.

“The Troll did not eat Little Billy Goat Gruff. He will not eat me.”

So off he trotted, trip-trap, trip-trap, over the bridge.

“Who trips over my bridge?” roared the old Troll.

“It is I, Middle-Sized Billy Goat Gruff.”

“Then I will eat you!” roared the Troll.

“No, no, do not eat me. Eat Big Billy Goat Gruff when he comes. He is fatter than I.”

“Go on, then,” said the old Troll.

Soon Big Billy Goat Gruff said, "I too will go over the bridge. The Troll did not eat the other goats. He will not eat me."

So off he trotted, trip-trap, trip-trap, over the bridge.

"Who trips over my bridge?" roared the old Troll.

"It is I, Big Billy Goat Gruff."

"Then I will eat you!" roared the Troll.

"Come up here and eat me," said Big Billy Goat Gruff.

So the old Troll gave a jump, and there he was on the bridge.

Big Billy Goat Gruff shook his big horns and stamped his feet.

Then he ran right at the old Troll and tossed him off the bridge.



Then Little Billy Goat Gruff, and Middle-Sized Billy Goat Gruff, and Big Billy Goat Gruff grew fat on the fresh, green grass across the bridge.

—*English Folk Tale.*

ACTION AND EXPRESSION

First read the story, giving each child a part. Then have the boys act it.

OTHER SELECTIONS

Little Red Hen and Sly Fox; Harrison: Hans and the
Big Giants.

WASHINGTON

I love the name of Washington,
I love my country, too;
I love the flag, the dear old flag,
Of red and white and blue.

—*Selected.*

WASHINGTON*

I love to hear the story
Of Washington so brave,
The Father of our Country,
Who fought our flag to save.

I love the flag, as he did,
And like him I'll be true
To the bright and starry banner
Of red and white and blue.

—*Emeline Goodrow.*

* Used by the courteous permission of the author.

MR. LINCOLN AND THE BIRD

One day Mr. Lincoln and some friends rode through the woods.

They heard the “Peep, peep!” of a little bird.

A baby bird had fallen from the nest.
It could not fly.

The mother bird flew from tree to tree.
She could not help her baby bird.

The men with Mr. Lincoln looked at the little bird and rode on.

Mr. Lincoln took the baby bird in his hand.

He looked and looked for its home.

Then he put the baby bird back into the soft, warm nest.

Soon one of the men asked, "Where is Mr. Lincoln?"

"Oh," said a friend, "he found a little bird and is looking for its nest!"

When Mr. Lincoln came up, the men began to laugh.

"You may laugh if you like," said he, "but I could not sleep if I had left the little bird in the grass to die. It is now safe in its nest." —*Achsah May Harris.*

QUESTIONS

1. What happened to the little bird?
2. Why did not the men with Mr. Lincoln help the bird?
3. Why did Mr. Lincoln help it?
4. Why did the men laugh at Mr. Lincoln?
5. What does this story tell us of Mr. Lincoln?

WORD STUDY

Friends, rode, heard, fallen, looked, found, laugh, sleep, grass, safe.

OTHER SELECTIONS

Lindsay: Out of the Nest; Longfellow: The Emperor's Bird's-nest.

EASTER*

On Easter morn
New life is born;
Earth smiles to sky above,
Sweet buds unfold
From leafy mold,
And all around is love.

On Easter mild
Each little child
Should sing his song of praise,
To God above
For life and love,
And pleasant, happy days.

—*Emeline Goodrow.*

* Used by the courteous permission of the author.

THE WIND AND THE SUN

Three boys acted the story of the quarrel between the wind and the sun. Dick played he was the wind. Nat was the sun. Ned was the traveler. This is the story as Dick, Nat, and Ned acted it.

THE WIND AND THE SUN

WIND: Don't you wish you were as strong as I am, Mr. Sun?

SUN: I am. I am stronger than you are.

WIND: No, indeed! I am stronger than you!

SUN: No, sir! I am stronger than you!

WIND: Now let us see which is the stronger. Here comes a traveler down the road. Let's try to make him take



off his coat. If you can make him take it off, you are stronger than I. But if you *can't* and I *can*, then I am stronger than you. •

SUN: Very well, you try first. I'll go behind a cloud. [*Puts hands in front of face.*]

WIND: It will not take me long to make

him take off his coat. [*He blows and blows.*] Woo-oo-oo-oo!

TRAVELER [*drawing his coat about him*]:
My! how the wind blows!

WIND [*puffs out his cheeks and blows a loud blast*]: Woo-oo-oo-oo!

TRAVELER [*holding to his coat*]: My!
what a cold, windy day!

WIND: Well, Sun, I'll give it up. I can
not make him take it off.

SUN: I'll send down some of my warm-
est sunbeams. [*Stretches arms and leans
forward.*]

TRAVELER: What a queer day this is!
It's getting warm. I'll unbutton my coat.
[*Walks on slowly.*] It's too warm for this
coat. I shall have to take it off. [*Takes
off his coat and carries it on his arm.*]

WIND: Well, you have done what I
could not do. You are stronger than I.

—*Achsah May Harris.*

Retold from Æsop.

QUESTIONS

1. How did the wind try to show that he was the stronger?
2. How did the sun try to show that he was the stronger?
3. What did the wind say at last?

WORD STUDY

Stronger, traveler, behind, windy, warmest, sunbeams,
queer, unbutton.

ACTION AND EXPRESSION

Have different groups act this story to show what each
thinks the story means.

OTHER SELECTIONS

Tolstoi: Where Love Is; Æsop: The Kid and the Wolf;
Harris: The Strongest; Who or Which?

RAIN, RAIN

Rain, rain, go away,
Come again some other day,
All the children want to play.

—*Old Rhyme.*



THE KITE AND THE BUTTERFLY

Long ago a little kite flew far up into the clouds.

It played with the wind.

The wind played with it.

The kite looked up at the sun.

It looked down at a butterfly far below.

“Look up at me!” said the kite.

“See how high I am! Just see how I fly!”

“I can see you,” said the butterfly.

“How high you are!”

“Look! I can see far, far away,” said the kite.

“May be I shall fly to the sun.

“Don’t you wish you were a kite?

“Then you could fly with me.”

“Oh, no!” said the butterfly, “I do not want to be a kite.

“I do not fly very high, but I go where I please.

“You fly very high, but you are tied to a string.”

—*Old Russian Fable.*

QUESTIONS

1. What question did the kite ask the butterfly?
2. Why did not the butterfly want to be a kite?

ACTION AND EXPRESSION

Have different groups act the story to show what each thinks the story means. How can those not speaking be used?



THE CLOUDS

White sheep, white sheep,

On a blue hill,

When the wind stops

You all stand still.

You walk far away,

When the winds blow;

White sheep, white sheep,

Where do you go?

—*Old Rhyme.*

THE WINDMILL*

Did you ever see a windmill that would not go? This story tells of just such a windmill. It also tells what made the windmill glad to go.

THE WINDMILL

Once there was a big windmill.

Its great arms went round and round and round.

It gave water to the horses and the cows and the sheep.

One day it said, "I will stop! I will not have my arms go round and round and round."

So the windmill was still all day.

* From Kindergarten Review. Used by the courteous permission of Milton Bradley Company.



By and by the wind came. The wind said, "I will help you, Windmill. I will make your arms go round and round and round. Then you can give water to the horses and the cows and the sheep."

"No, no!" said the windmill. "I don't want my arms to go round and round and round. I don't want to give water to the horses and the cows and the sheep. I want to be still all day."

The wind said, “You must go round! The horses and cows and sheep want water. I will blow for you.”

But the windmill would not go. It would not bring any water.

So the wind went away.

By and by the horses came home. They had helped the farmer all day. The cows and the sheep came, too.

They all ran to the windmill. There was no water for them!

They said, “Oh, Windmill! Will you be kind to us? Will you give us water, Windmill?”

The windmill was not happy. It was sorry there was no water.

Then the windmill said, “Wind, please

come and help me! I must give water to the horses and the cows and the sheep.”

The wind came at once.

“I will blow for you,” said the wind.

The windmill went round and round. Soon the horses and the cows and the sheep all had water.

How happy the windmill was!

“Thank you, Wind,” said the windmill.

“I shall always want you to help me give water to the horses and the cows and the sheep.”

—*Kathlyn Libbey.*

QUESTIONS

1. What did the windmill say it would do?
2. What did the wind say?
3. Why did not the windmill want the wind to help?
4. Why was not the windmill happy?
5. What made the windmill happy at last?

ACTION AND EXPRESSION

Have the children act the story. How can all children in the class take part?



THE FOUR-LEAF CLOVER*

Darling little clover,
With your leaflets three,
You must stand for father,
For mother and for me.
You are clover three-leaves,
Now I'll find another;
Here is one more leaflet!
That's my baby brother.

* From "The Plant Baby and Its Friends," Silver, Burdett and Co. Used by special arrangement with the author.

Any one who finds you
Wins good luck, they say;
Baby is the best luck
That ever came my way.
—*Kate Louise Brown.*

THE CLOVERS

The clovers have no time to play,
They feed the cows and make the hay.
—*Fanny Snow Knowlton.*

BEEES*

Bees don't care about the snow;
I can tell you why that's so.
Once I caught a little bee
Who was much too warm for me.
—*Frank Dempster Sherman.*

* Used by the courteous permission of, and by special arrangement with, Houghton Mifflin Company.



WHAT WAS IN THE NEST?*

The little girls saw a nest in a tree. It was a tiny nest.

Near the nest were two birds. They were pretty birds. They were singing in the tree.

What was in the nest? Can you guess?

The girls saw eggs in the nest. They saw one, two, three, four eggs in the

* From "Boston Kindergarten Stories." Used by the courteous permission of J. L. Hammet Company.

nest. The four eggs were blue. They were pretty eggs.

Then the mother bird began to sit on the nest. She sat there day after day.

One day she flew from the nest. She sat in the tree, and sang and sang. Father bird sang, too.

The girls looked into the nest. Can you guess what they saw?

Four little birds were in the nest. Soon they could fly.

Mother bird said, "Fly, fly!"

Father bird said, "Fly, fly!"

The little birds flew from the nest. They flew from tree to tree. One day they flew away.

The girls said, "Good-by, good-by, little birds!" —*Boston Kindergarten Stories.*

QUESTIONS

1. What did the girls first see in the nest?
2. What did they next see in the nest?
3. What became of the little birdies?
4. Tell something of birds you know.

WORD STUDY

Little, girls, tree, nest, tiny, near, pretty, singing, guess,
eggs, blue, flew, sang, looked, fly, away.

OTHER SELECTIONS

Lindsay: Out of the Nest; Evelyn Lincoln: The Robin's Home; Larcom: The Sing-Away Bird; Nashe: The Birds in Spring.

WHAT IS THIS?

One head with curly hair,
Two arms so fat and bare,
Two hands and one wee nose,
Two feet with ten pink toes,
Skin soft and smooth as silk!
When clean, 'tis white as milk.

—*Nursery Rhyme.*



BABY-LAND

“How many miles to Baby-land?”

“Any one can tell;

Up one flight,

To your right;

Please to ring the bell.”

“What do they do in Baby-land?”

“Dream and wake and play,

Laugh and crow,

Shout and grow;

Jolly times have they!”

“What do they say in Baby-land?”

“Why, the oddest things;

Might as well

Try to tell

What a birdie sings!”

“Who is the queen of Baby-land?”

“Mother, kind and sweet;

And her love,

Born above,

Guides the little feet.”

—George Cooper.

EARLY TO BED

Early to bed,

And early to rise,

Makes a man healthy,

And wealthy, and wise.

—Benjamin Franklin.

STORY THE BEAN TOLD*

Alice had a little black bean. She planted it and watched it grow. Then she told this story. She said the bean told it to her.

STORY THE BEAN TOLD



I am a little bean.

My coat is black.

I have been sleeping all winter.

One day I was planted in a pot
of earth.

Then some water was poured over me.

The sunshine made me warm.

Soon I began to swell.

My coat got tight.

Then it burst and came off, and I began
to grow.

—*Achsah May Harris.*

* Used by the courteous permission of the author.

THE LITTLE PLANT*

In my little garden bed
Raked so nicely over,
First the tiny seeds I sow,
Then with soft earth
cover.

Shining down, the great
round sun
Shines upon it often;
Little raindrops, pattering
down
Help the seeds to soften.

Then the little plant awakes!

Down the roots go creeping,
Up it lifts its little head
Through the brown earth peeping.

* From "Finger Plays," by Emilie Poulsson. Used by the courteous permission of, and by special arrangement with, Lothrop, Lee & Shepard Co.



Higher and higher still it grows
Through the summer hours,
Till some happy day the buds
Open into flowers.

—*Emilie Poulsson.*



A STRANGE LITTLE BIRD

How nice it would be to live in a nest,
And cuddle down under a mother bird's
breast;
But, oh dear me! I know I should squirm
When the father bird brought me a fat
little worm.

—*Selected.*

TRADING BABIES

One day little Amy took Baby Blue out
for a walk.

Baby Blue was her little brother.

She showed him the pretty flowers.

The birds sang him their sweetest
songs.

Soon little Amy saw a mother robin
feeding the baby robins.

Amy said to the robin,

“This day is so fine!

This day is so fine!

Oh, how will you trade

Your babies for mine?”

“Can Baby Blue sing and fly?” asked
the robin.

“Baby Blue can not sing and fly,” said Amy.

Then said the robin,

“Not I! Not I!

I like best the babies

That sing and fly.”

Soon little Amy saw a mother squirrel feeding the baby squirrels.

Amy said to the squirrel,

“This day is so fine!

This day is so fine!

Oh, how will you trade

Your babies for mine?”

“Can Baby Blue crack nuts and climb trees?” asked the squirrel.

“Baby Blue can not crack nuts and climb trees,” said Amy.

Then said the squirrel,

“Not this time! Not this time!

I like best the babies

That crack nuts and climb.”

Soon little Amy saw a mother cat with
her kittens. Amy said to the cat,

“This day is so fine!

This day is so fine!

Oh, how will you trade

Your babies for mine?”

“Can Baby Blue purr and catch mice?”
asked the cat.

“Baby Blue can not purr and catch
mice,” said Amy.

Then said the cat,

“Oh, how nice, oh, how nice

Are my dear little babies

That purr and catch mice!”

Soon little Amy saw a mother sheep
and her little lamb.

Amy said to the sheep,

“The day is so fine!

The day is so fine!

Oh, how will you trade

Your baby for mine?”

“Can Baby Blue eat grass and bleat?”
asked the sheep.

“Baby Blue can not eat grass and
bleat,” said Amy.

Then said the sheep,

“Lambikin sweet, Lambikin sweet,

I like best my child

Who can eat grass and bleat.”

Soon little Amy took her baby brother
home. She told her mother how she
tried to trade babies.

Then she laughed and said, "Just think of it! Those mothers liked their own babies best! I wonder if they thought I would trade Baby Blue!

"Not true! Not true!

Not for all the wide world

Would I trade Baby Blue!"

—*American Folk Tale.*

QUESTIONS

1. What kind of baby did the robin like best?
2. What kind of baby did the squirrel like best?
3. What kind of baby did the cat like best?
4. What kind of baby did the sheep like best?
5. What kind did little Amy like best?

WORD STUDY

Brother, showed, flowers, sweetest, feeding, trade, squirrel, crack, nuts, climb, purr, catch, sheep, grass, bleat, lambikin, laughed, wonder, world.

ACTION AND EXPRESSION

Have the children read the selection, one taking the part of Amy, one of Baby Blue, one of the robin, and so on. Then have them act the story to show what they think it means.

WORK AND PLAY

Little Mary liked to play. She liked to pick the flowers and hear the birds sing. But she did not like to work. This story tells what the squirrel, the robin, the bee, the ant, and the lily told her.

WORK AND PLAY

MAMMA: How old are you, Mary?

MARY: I am six years old. Last Tuesday was my birthday.

MAMMA: Yes, and I think you are old enough to help a little. Every day I shall give you something to do.

MARY: Oh, Mamma! I do not like to work! I want to play. Please let me go to the woods and play.

MAMMA: Very well, my dear, play to-day in the woods.

MARY [*starting on her walk*]: Oh, look!



there is a red squirrel! Red Squirrel, Red Squirrel, will you play with me?

SQUIRREL: Play with you? No, indeed, I have work to do.

MARY: Don't you play and eat nuts all day?

SQUIRREL: No, no! I take care of my baby squirrels in the oak tree. I have to put away nuts for the winter. I can not stop to play with you.

MARY: Good-by then, Squirrel, I wish to find some one who does not work. O Robin! You never work, do you?

ROBIN: Yes, little girl. I carry straws and little twigs to build my nest. Then, I have to care for my pretty blue eggs. I must hurry now to find food for my five little baby birds.

MARY: Good-by, Robin! There is a bee! Come and play with me, pretty bee.

BEE: Buzz! Buzz! I have no time for play, little girl. I must make honey all day. I love to work among the sweet flowers. I could not be happy if I did not work.

MARY: I am sorry for you, poor Bee! Here comes an ant. He will play with me.

ANT: I can not play with you, little girl.
I must take this food to my little ones.
Good-by, little girl.

MARY: Good-by, Ant! [*Mary sits under a tree and thinks it over.*] The squirrels, the birds, the bees, the ants all work. Well, I don't believe the flowers work. I want to live like a flower and do nothing all day long. You don't have to work, do you, my pretty white lily?

LILY: Yes, indeed, little girl, I always have something to do. I grow and grow and grow. I am growing seeds. Soon it will be seed time.

MARY [*returns to the house*]: I have come back to help you Mamma. The squirrels, the birds, the bees, the ants, and the flowers all work and are happy.

I want to be happy like them, Mamma.
Please give me some work, too.

—*Old Tale.*

QUESTIONS

1. How old was Mary?
2. What did her mamma want her to do?
3. What did she want to do?
4. What did she learn in the woods?
5. What did she ask of her mamma?

WORD STUDY

Birthday, something, squirrel, winter, some one, straw,
twigs, hurry, honey, flowers, believe.

ACTION AND EXPRESSION

Have the children act the story. What acting parts may
be given to all children not taking speaking parts?

OTHER SELECTIONS

Richards: The Lazy Robin; Lindsay: Dust Under the
Rug; Kriege: Amy Stuart.

THE SONG OF THE BEE

Buzz, buzz, buzz!

This is the song of the bee.

His legs are all yellow,

This jolly good fellow,

A very hard worker is he.

—*Old Jingle.*

THE SIDEWALK*

Where shall we walk
On our way home from school?
On the sidewalk,
The sidewalk.

Rainy or sunny,
Warm weather or cool?
On the sidewalk,
The sidewalk.

The street is for horses
And all things with wheels,
Such as wagons and street cars
And automobiles;
But the best place for all
Little boys' and girls' heels
Is the sidewalk,
The sidewalk.

—*Marian Funkhouser.*

* From "Kindergarten Rhymes." Used by the courteous permission of the author.

THE RACE



Once a rabbit
and a turtle ran
a strange race.
They asked the
fox to be the

judge. This story tells who won the
race.

THE RACE

TURTLE: Good morning, Mr. Rabbit.

RABBIT: Oh, it's you, is it? You are so
slow I did not see you. Are you always
so slow?

TURTLE: Yes, I am slow. But I think
I could beat you in a race.

RABBIT: Beat me in a race! You! Just
try and see!

TURTLE: Very well. Let us ask the fox to be the judge.

RABBIT: Here he comes now. Mr. Fox, will you please judge our race?

FOX: A race? Yes, yes! I like a good race.

TURTLE: You must tell who wins.

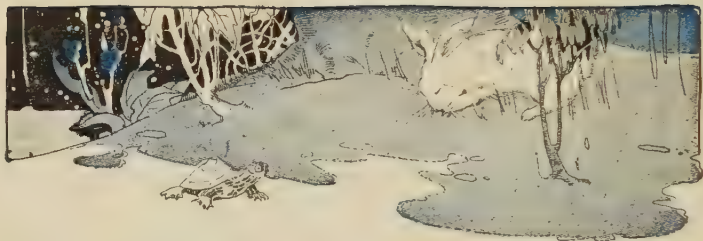
FOX: Very well. But where are you going to run?

RABBIT: We are going to run across the field to the big tree.

FOX: Then get ready. One, two, three—go!

RABBIT [*runs fast then stops to eat grass*]: I might as well rest a while. The turtle is slow. I can take a nap and then win. [*Rabbit goes to sleep.*]

TURTLE [*creeping slowly along*]: There's



the tree! I am here at last! But where is Mr. Rabbit?

RABBIT [*waking*]: Now I must hop to the tree. How I shall laugh at the turtle! He thinks he can win! Ha, ha, ha! I wonder where he is.

TURTLE [*at the tree*]: Here I am, Brother Rabbit. Come on! Run fast! Run as fast as you can!

FOX: The turtle has won, Brother Rabbit. He is slow, but he does n't sleep on the way.

Creep and no stop

Beats hop, sleep, hop!

—Æsop.

QUESTIONS

1. Who ran this race?
2. Who was the judge?
3. Why did the rabbit think he could win?
4. How did the race end?

WORD STUDY

Rabbit, turtle, slow, beat, race, judge, across, field, nap, laugh, wonder.

ACTION AND EXPRESSION

Act the story with one child as the rabbit, one as the turtle, one as the fox.

OTHER SELECTIONS

Æsop: The Hare and the Hound; Palmer: Try, Try Again.

THE NAUGHTY RABBIT

A fat young rabbit,
Had a bad habit,
Of eating the flowers
In gardens and bowers.
Naughty fat rabbit!

—*Selected.*

GOODY TWO-SHOES

Once there was a little girl.

She was very poor.

She had only one old shoe.

A kind man gave her some new shoes.

Then the little girl was very happy.

She said to every one she met, “See!
Two shoes! Two shoes!”

So she was called Goody Two-Shoes.

Goody Two-Shoes could not go to school.

“I wish I could read,” she said, “I will
ask the children to help me.”

Every day she met the children when
they came home from school.

They let Goody Two-Shoes take their
books.



Soon she could read better than her friends.

“Now I can teach other children to read,” said Goody Two-Shoes.

She made some letters out of wood.

She made ten sets of small letters:

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Then she made six sets of the large letters:

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Little Goody Two-Shoes put the letters in a basket.

She first went to little Billy's house.

She knocked at the door, "Tap, tap, tap."

"Who is there?"

"Little Goody Two-Shoes," she said.
"I have come to teach Billy."

Little Billy ran to her and said, "Good morning, Goody Two-Shoes."

"Good morning, Billy," said little Two-Shoes.

Goody Two-Shoes put down the letters like this:

b d f h k m o q s u w y z
a c e g i l n p r t v x j

Billy picked them up and gave their names.

Then he put the letters like this:

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Goody Two-Shoes put down the large letters like this:

B D F H K M O Q S
U W Y Z A C E G I
L N P R T V X J

Billy picked them up and gave their names.

Then he put them like this:

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Then Goody Two-Shoes went to the home of little Alice. Alice ran to her and said,

“Good morning, Goody Two-Shoes.”

“Good morning, Alice,” said Goody Two-Shoes. “Can you read for me?”

“Yes, I can read for you,” she said. Alice took the letters out of the basket. Then she made words like this: book, read, school, sing, doll.

She made other words from the letters.

Then Goody Two-Shoes went to other houses.

All the children were glad to see their little teacher.

When Goody Two-Shoes grew up, she had a real school. And she still had the letters made of wood.

—*Oliver Goldsmith.*

ACTION AND EXPRESSION

With a set of alphabet blocks, acting this story is a game the children like. What can the children not speaking do?

OTHER SELECTIONS

Richards: Jamie's Lesson, The Two-Shoes Chair; Playing School (Children's Hour).



THE ELF-MAN*

I met a little elf-man, once,
Down where the lilies blow.
I asked him why he was so small,
And why he did n't grow.

He slightly frowned, and with his eye
He looked me through and through.
"I'm quite as big for me," said he,
"As you are big for you."

—*John Kendrick Bangs.*

* From "St. Nicholas." Used by the courteous permission of The Century Co.



OUR FLAG*

All the stars in the flag seem to say,
“O look up, do look up every day.”

Now three cheers for the red, white and
blue!

We'll be brave, we'll be pure, we'll be true!

—*Achsah May Harris.*

* Used by the courteous permission of the author.

SUGGESTIONS TO TEACHERS

The story plan introduced in the Primer is continued and developed in this Reader. Thought getting through words, sentences, and stories must be made a more interesting process. Charming songs, games, rhymes, and stories with lively speech and action at once arouse the keenest interest of the child. These lessons are graded, not on any mechanical basis, but on the interest basis. Some of the more interesting selections may contain more difficult words than others. The excellent illustrations and the inherent interest of the selections, however, will help to carry the child over the difficult parts.

STORY TELLING

Good story telling on the part of the teacher, with the opportunity for story reproduction by the pupils, is an excellent exercise in thought getting and thought expression. The occasional reading of stories to children is good. Such exercises should be so conducted as to stimulate a desire on the part of the child to become an independent reader.

TEACHING NEW WORDS

The suggestions in the Primer should be re-read and followed carefully by the teacher. Already she will have developed a definite system of teaching new words. First, she has doubtless led the child to see the old in the new. For example, in the word *ran*, he has been led to recognize *an* and the sound of the consonant *r*, and he easily combines the two. If in the new word there is no key with which he is familiar, he makes use of his knowledge of sounds. If the word is too complicated to sound, the teacher should pronounce it when the child most needs it.

She should continue the word drills, taking care to develop in the child more and more power of independent mastery of new and strange words. Word drills should be given apart from the regular reading lesson, but skill acquired in word drills should be applied directly in the reading work. Word-card drills, ladder drills, clock drills, and rapid sight drills may be used to good advantage. Many lessons containing difficult words are made relatively easy and interesting if the teacher first reads the story well to the children and makes clear the more difficult parts.

EYE, EAR, AND VOICE TRAINING

The child's eye should be trained to see quickly and accurately. Flash drills, in which the child is given but a moment to recognize a word, a word group, or a whole sentence, are good. He should be required to listen with alertness, and to pronounce words clearly and distinctly. Frequent pronunciation drills and distinct articulation drills, based on words and sentences in the lessons, bring excellent results.

EXPRESSION DRILLS

Pronouncing words is not reading. The child should read with the same natural expression as that with which he talks. Illustrated expression drills are given on pages 19, 20, and 90. The drills are taken from the natural exclamations of children. These and many other similar natural child expressions may be printed on large squares of cardboard. Clever illustrations may be found on the covers of magazines or may be drawn by the older children. Such illustrations should be mounted on the card with the child expressions. In preparing these drill cards, the teacher should first select those expressions which best help the child over the difficult places in the first lessons. Later, short, lively action poems or stories may be used. These cards should be displayed conveniently before the

class. Each pupil in turn may be permitted to read the selection on any card to show just what he thinks it means or just how he thinks it was said. Each should be permitted to show his own interpretation of the emotion expressed by the exercise. If properly used, these drills will result in good expression and will lead the pupils naturally into the action and dramatization work.

ACTING THE STORIES

Most of these stories easily lend themselves to dramatization. The pupils should read the story, plan how they can best act it, then interpret it through action. Some of the selections are already dramatized. Simple directions and hints are given for acting a number of the stories which the teacher and children can arrange together.

SILENT READING

From the first the child should be trained to be a thoughtful, accurate silent reader. Silent reading may be controlled through questions, story reproduction, and oral reading. If the child can answer questions on the essentials of what is read silently, can reproduce the story, and can read the story well orally, he stands three tests of the good silent reader.

SUPPLEMENTARY READING

The teacher must have at hand good supplementary reading matter. She should at least have story primers and other first readers, and she should mount short stories and poems on cards for individual study. In addition, she should frequently place short stories and poems on the blackboard. Each child may be permitted to read his story to the class as soon as he can do it well.

THE LESSON PLAN

By means of clever introductions, interesting explanations, striking illustrations, or otherwise, the child may be

fired with a desire to read the lesson. Some simple questions or suggestions should point him toward the mastery of the selection. He should then be told other similar stories, or be permitted to read other similar stories within his reading range. The lesson plan should include the development of new words, careful silent reading, oral reproduction, and oral reading.

With the mind of the child open to receive the best, and with a live teacher to guide the child's tastes and enthusiasms, the reading work becomes intensely interesting and inspiring.

WORD LIST

PAGE 2

morrow
rosebush
pray
as
sweet
rose
body

PAGE 3

just
grows
mouse
first
before

PAGE 4

began
hole
lesson
afterwards

PAGE 5

jay
land
dove
above

PAGE 6

slept
grew
move
bright
sun
waken
bough

PAGE 7

cheer
sang
west

PAGE 8

shook
fell
every

PAGE 9

wings
wish
milk
wool
keeps

PAGE 11

cluck
eggs
happy
back
nest

PAGE 12

put
right
shake
turn

PAGE 13

kittens
very
fear
naughty
pie

PAGE 14
silly
PAGE 15
yard
gray
garden
meadow
PAGE 16
master
PAGE 18
ate
dinner
corn
PAGE 20
papa
poor
hurt
fix
afraid
PAGE 21
tease
harm
pull
tail
nor
gently
pat
purr
show
kindness
PAGE 22
saving
tall
doctor
mamma
trying
hard
room
takes

PAGE 22
place
send
indeed
seems
great
deal
fever
tongue
PAGE 23
much
PAGE 24
feel
pulse
lady
frighten
ill
more
half
hour
bad
case
medicine
teaspoonful
PAGE 25
stronger
care
smile
ah
thought
else
tea
hot
bath
bed
life

PAGE 26
chair
brush
hair
breakfast
guess
PAGE 27
song
sixpence
pocket
full
rye
four-and-twenty
baked
opened
dainty
dish
set
PAGE 28
middle-sized
bowls
PAGE 29
tasted
PAGE 30
soft
broke
lay
PAGE 31
voice
lying
PAGE 33
bonfire
such
pile
rake
sparks
smoke
shout

PAGE 34
cradles
stems
break
fall
hush-a-bye
nuts
ground
found
squirrels
around

PAGE 35
once
near
small
vine
large
pumpkin
tiny

PAGE 36
hit
ouch
world
number
sure

PAGE 37
pieman
fair
ware
penny
any

PAGE 38
name
brown
owl
dug
hole

PAGE 39
swept
covered
winter
shells
floor

PAGE 41
clothes
early
Monday
dry
Tuesday

PAGE 42
mend
shoes
Wednesday
friends
Thursday

PAGE 43
sweep
Friday
Saturday

PAGE 44
church
Sunday
sewing
party
something

PAGE 45
merry
each
short
others
timid
dark
table
nibble
cheese

PAGE 46
bushy
know
PAGE 47
springtime
rainbow
together
those

PAGE 48
goop
disgrace
polite
instead

PAGE 49
build
second
third
straw
sticks

PAGE 50
stones
knocked
huff
puff

PAGE 51
blew

PAGE 53
fine
over
orchard
o'clock
well

PAGE 54
threw
far
got
angry
best
tricks

PAGE 55

curly
walk
gate
wide
nose
pansy
road

PAGE 56

worm
scratch
busy
among
violets
nipped
daisies

PAGE 58

stop
next
shut

PAGE 59

jack-o'-lantern
knife
wields
handle

PAGE 60

eyes
queer
rows
teeth
fat
turkeys
slept
cook

PAGE 61

brownies
standing
line
toe

PAGE 61

straight
even
chased
cane
lake
dive
frog
scared

PAGE 62

climbing
alone
none
always

PAGE 63

fox
bag
sly

PAGE 64

pot
boiling
hid
behind
door

PAGE 65

cupboard
dizzy
trotting
scissors

PAGE 66

snip
sharp
waiting
filled

PAGE 67

held
drop
lid
splash
never

PAGE 68

wig
treat
chanced
tailoress

PAGE 69

stole
piece
meat
wee
across
brook
bridge
only
board

PAGE 70

stood
still
steal
also
mouth
snapped

PAGE 71

skipping
rope
foot
while
pit-a-pat

PAGE 73

twinkle
wonder
diamond
sky
blazing
dew
wet
light
often
window
till

PAGE 74
feathers
wear
tan
suit
fringed
Indian
stealthy
tread
inside
listen
clear
bothered

PAGE 75
round
pancake
hungry

PAGE 76
gave
roll
beat

PAGE 77
answered

PAGE 79
duck

PAGE 81
river
swim
end

PAGE 82
mix
stir
pop
fry
toss

PAGE 84
hay

PAGE 85
kind
PAGE 87
robin
snowflakes
grocer
slide

PAGE 88
basket
fifteen
peck
fluffy

PAGE 89
sell
buy
counted
hatched

PAGE 90
balloon
myself

PAGE 91
drum
train
soldier
wonderful
noise
widow
march
ahead
bushels

PAGE 92
sister
store
merchant
tops
wagons
tin
whips

PAGE 93
lash
cents
PAGE 94.
money
PAGE 95
need
PAGE 96
hero
bold
carries
pack
gifts
PAGE 97
fellow
horn
write
PAGE 98
year
PAGE 99
wise
desert
bare
manger
Christ
child
PAGE 100
hang
mantel
brim
PAGE 101
ho
tripping
bells
din
gay

PAGE 102
talking
arms
broom
used
coal
buttons
strange
took
real
surprise

PAGE 103
speaks
alive

PAGE 104
own
belong
millions

PAGE 105
giant
doorstep

PAGE 106
believe
supper
weaver
air
blanket
earth

PAGE 107
joke

PAGE 108
tired
rest
saucy
sir
shadow

PAGE 109
knew

PAGE 110
tracks
lion
den
hunt
crow

PAGE 114
safety
forget
regret
speed
kill
main

PAGE 115
Lambikin
Granny

PAGE 117
bin

PAGE 118
until
hardly

PAGE 121
through
fierce
growl
favor
dance

PAGE 122
die

PAGE 123
music
life

PAGE 124
ought
youngest
weakest
mind
trouble

PAGE 125
fresh
Troll

PAGE 126
trip-trap
roared

PAGE 128
stamped

PAGE 130
fought
banner

PAGE 131
rode

PAGE 133
Easter
born
buds
unfold
leafy
mold
mild
praise
pleasant

PAGE 134
acted
quarrel
traveler

PAGE 135
cloud

PAGE 136
off
sunbeams
unbutton

PAGE 138
butterfly
below

PAGE 139

tied
string

PAGE 140

hill

PAGE 141

windmill
water

PAGE 143

farmer
sorry

PAGE 145

four-leaf
clover
darling

PAGE 146

wins
luck
ever

PAGE 149

pink
skin
smooth
silk

PAGE 150

miles
flight
ring
dream
jolly

PAGE 151

oddest
might
queen
guides
rise
healthy
wealthy

PAGE 152

poured
bean
sunshine
tight
burst

PAGE 153

seeds
pattering
roots
lifts
shines

PAGE 154

summer
cuddle
breast
squirm
brought

PAGE 155

trade
mine

PAGE 156

crack

PAGE 158

bleat

PAGE 160

pick
ant
enough

PAGE 161

oak

PAGE 162

twigs
hurry
food
honey

PAGE 163

nothing
lily

PAGE 164

legs

PAGE 165

sidewalk
weather
wheels
automobiles
heels

PAGE 166

race
turtle
judge
won
slow

PAGE 167

nap

PAGE 169

habit
bowers

PAGE 171

better

PAGE 172

tap

PAGE 174

words

PAGE 175

elf-man
frowned
slightly
quite

